Mind & Body

Activities for the Elementary Classroom

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50 States

Who?

Grades 2-5

What?

The purpose of this activity is twofold: to teach the children about the 50 United States and to encourage cooperation through working with a partner.

How?

You will need pairs of large cards each with the name of a different state on it (two cards per state). Have the children get with a partner. Place the names of the different states in a pile (upside down so that the children can't see the name) on a table or desk. Place cards for the same states on the floor according to their geographical location (north, south, east, or west). One of the partners picks out a card from the pile and looks at the states on the floor. That child must determine the match location, but not say it or indicate it in any way. The person holding the clue must direct the other partner to the matching state.

Adaptations

Have students take either a state card or a state picture card, trying to find the match and sit down.

Acknowledgement

"Brain Breaks" - Michigan Department of Education, www.emc.cmich.edu

52 Pickup

Who?

Grades 4-5

What?

This is a warm up activity that gets students moving while helping them to practice their mathematical skills.

How?

The materials needed for this activity include: a deck of playing cards, a room, and children.

To begin this activity, have students form pairs and each person picks up a playing card found in the middle of the room. Once the students have a playing card, together with their partner, they will decide what station to go to based on the suits of their playing cards. For example, if one person had hearts as his/her suit and the partner had diamonds as his/her suit the two of them would have to decide as a team to go either to the heart's station or diamond's station. If both people in a group had clubs, then they could only go to the club's station.

At each station, students are required to do the activity that is listed. For example, at the heart's station students would be required to do ten jumping jacks. After each pair decides on which station they are going to, the teacher will call out either to add, subtract, or multiply the pair's cards together. Once the pair has come up with their number, they will see if that is the highest number amongst the other pairs at their station. If it is the highest number, then that pair only has to do half the amount of work that is required. For example, instead of doing ten jumping jacks, the pair would only have to do five. Everyone else would have to do ten jumping jacks at the station. After a pair finished at a station, they will return their playing cards to the center of the room and each person would select another card. This activity is then repeated.

Adaptations

- ✓ Allow each station to be adapted to the needs of special children. For instance, one station could be where students practice shooting hoops. This would allow students using wheelchairs to participate.
- ✓ For younger children have them determine which card is higher or lower in value.
- ✓ To make the activity easier, use 10 for the values of Ace, King, Queen and Jack. For a more difficult exercise, keep cards at traditional values of 1, 11, 12, and 13 respectively.

Acknowledgement

"Brain Breaks" - Michigan Department of Education, www.emc.cmich.edu

76 Trombones

Who?

Grades K-6

What?

This activity will encourage students to learn about the different instruments that make up a marching band. It will also help students learn the different sections of the band, and which instruments are part of each section. A marching workout is just as effective as a walking or running workout. You can burn several calories. Marching can be used within other activities and is helpful in working on running form.

How?

You will need a tape or CD player, marching band song (e.g., "The Victors," "76 Trombones"), toy instruments / instruments (optional). Before going to music class or just during a transition, students will pretend they are in a marching band. The teacher will designate an area of the classroom for each section of the band and students can pick an instrument from that section. The students will then march in place while pretending to play the instrument they have selected. They will begin by marching in place fast as if they were coming out onto the field, when the song begins they will "play" their instrument while marching (approximately 3-5 minutes). Students may also pretend to hold flags (color guard).

Adaptations

- ✓ To incorporate music education into this activity, discuss the background of the song before engaging the students in the activity. For example, if using a march by John Philip Souza, talk about his career as a famous composer, his reputation as the "March King," and how he wrote the National march, "The Stars and Stripes Forever." In addition, you could discuss the time period in which it was written and how these songs were influential. Have the students think about what the march was intended for - i.e., a military march, a parade, etc.

- ✓ This activity may also be useful for introducing the different instruments of a band and the sounds they make. Have the students listen for which instruments are more prominent than others. Try replicating the marching beat of the song to increase counting and rhythmic skills.
- ✓ Students who have physical or lower body limitations can focus on playing the drums or the flags that use more upper body movement. If a student has a hearing loss, the teacher or a student can pretend to be the band director.

Acknowledgement

"Brain Breaks" - Michigan Department of Education, www.emc.cmich.edu

Compass Points

Who?

Grades 1-4

What?

This game involves locomotor movement as a way to help students learn simple orientation skills and become familiar with a compass. This activity is used as an introduction to teach students how to read and navigate using a compass. It is an important skill to know if interested in camping, hiking, hunting, etc.

How?

You will need a chart of a compass face for this assignment. The students should stand next to their desks. The teacher then calls out various directions: "South," "Northwest," etc. The students must quickly face in the proper direction. When a student turns in the wrong direction, he/she can either sit down or have a point scored against him/her.

Adaptations

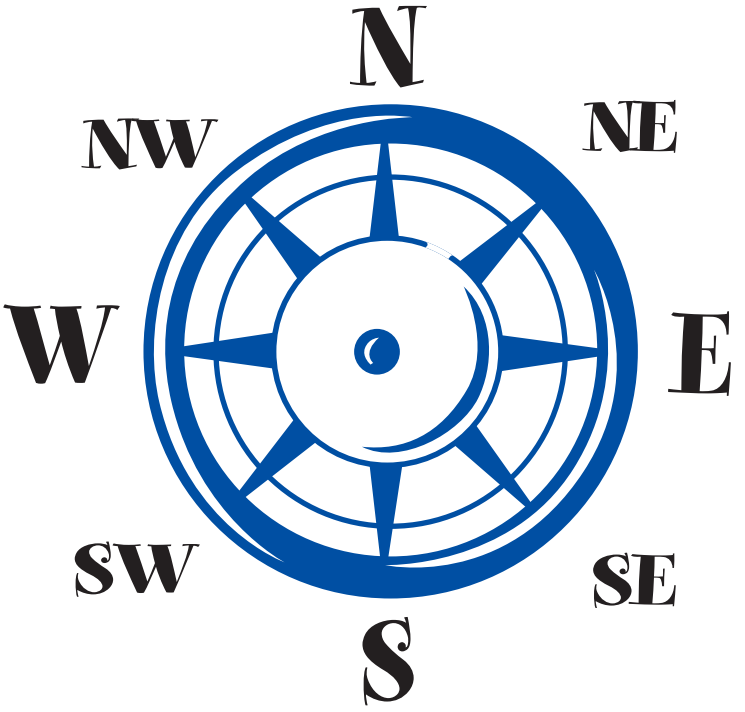
- ✓ If you do not want to penalize the children for incorrect "answers" you could always have them return to a specific direction such as "north" and then call out the direction a second time. If they still miss the answer, you could explain that if they are facing north, their right side is to the east, their backs are to the south, and their left side is to the west.
- ✓ Make compass point signs and put them on the walls.
- ✓ Add an action - e.g., jump two times for north, take four steps for south.
- ✓ Alternate the caller, teacher then student.
- ✓ After following the game directions, start calling out states and countries and have students face in the direction of the location relative to Montana. This is more challenging for some even though they know the directions in their head.
- ✓ Have students move to the wall instead of just pointing.

Acknowledgement

"Brain Breaks" - Michigan Department of Education, www.emc.cmich.edu

Pangrazi, Robert. (2001) Dynamic Physical Education for Elementary School Children 13th Ed. Allyn and Bacon: Mass. Web site: http://www.pe.central.vt.edu

Compass Points



Count Hop-u-la

Who?

Grades 1-4

What?

This activity allows students to practice while "doing" rather than while sitting in their seats.

How?

No materials are needed for this activity. In this exercise, students hop out the answer to mathematical equations. The teacher simply calls out an equation and the students hop out the answer. So if the teacher said "5+3," the students would hop a figure "8" on the ground in front of them.

Adaptations

The form of locomotion used to express the answer can always be changed for variety. Additionally, the mathematical function (addition, subtraction, multiplication, and division) can also be adapted to fit the grade level of the students. Another adaptation would be that one person could use this activity to learn the calendar dates, or mathematical operations.

Acknowledgement

"Brain Breaks" - Michigan Department of Education, www.emc.cmich.edu

Dr. Tape

Who?

Grades K-2

What?

This activity helps students identify body parts, learn to follow directions, and learn about personal space.

How?

Begin by making an "x" on the floor for each student using masking, duct, or other durable tape. Make sure there is enough room around each piece so a student standing on the tape will not be able to touch others. As the students come into the playing area, have them find a piece of tape. Quickly call out body parts for them to place on the tape (e.g., "Put your wrist on Dr. Tape." "Put your back on Dr. Tape." etc.) Also, include some movements such as: "Jump up and down on Dr. Tape." "Jog in place on Dr. Tape." "Do sit-ups on Dr. Tape."

Adaptations

Have the students put more than one body part at a time on "Dr. Tape." For example, "Put your right hand and left knee on Dr. Tape."

You could also incorporate math facts into this game using index cards rather than tape. Put a math problem under each card and then clap or jump out the answer. After one round is finished, have students move to a different index card and repeat the game.

Acknowledgement

"Brain Breaks" - Michigan Department of Education, www.emc.cmich.edu

Find It In A Flash

Who?

Grades K-1

What?

This activity helps children to make associations to that they can continue to develop their vocabulary, the way they perceive things, and their minds.

How?

The materials needed for this activity include a variety of flash-cards, which depict colors, shapes, letters, etc. The teacher has a set of flash cards. He/she shows the students the card and one of the students must find five things in the classroom that correspond to the flash card. You can use any type of flash cards as long as the students will be able to find enough of the objects in the class.

Adaptations

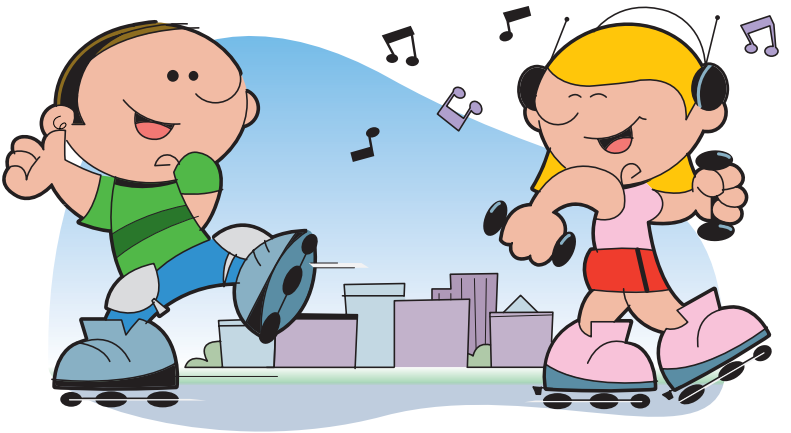
The teacher could have groups of students find the objects or ask the entire class to find the objects. Not all children will choose the same items. If this is a physical education class, the students can perform the activity that is indicated on the card when it is shown to them.

If space is limited in your classroom, rather than finding five items about the classroom, students could identify five items, more like an "I Spy" game.

Other variations include making the game a "Treasure Hunt" where students pair up and find objects about the classroom that correspond to the chosen card. At the end have pairs present their items and tell why it goes with their card.

Acknowledgement

"Brain Breaks" - Michigan Department of Education,
www.emc.cmich.edu



Fraction Action

Who?

Grades 4-5

What?

This activity involves stations and performing physical activity while learning math skills.

How?

Place placards around the room with a math problem written on each card. Students pair up and rotate around to each card in a clockwise movement. The students will move to a station, look at the card with the math problem written on it, decide what the answer should be, and then perform the physical activity listed on the card equal to the answer. The students may or may not be able to rotate to all the stations in the time allowed - it is not a race.

Examples of Physical Activities for cards:

Jog in place	Dance
March in place	Forward lunges
Jumping Jacks	Forward kicks
Vertical leaps	Deep squats
Sit-ups	Arm circles
Desk push-ups	

Math problems on cards:

1/2 of . . . 20? 10? 8? 6? 12? 16? 30?
1/4 of . . . 20? 40? 8? 4? 12? 16? 24?

Adaptation of Fraction Action - Take 10!(tm), a trademark of the International Life Sciences Institute.

Hallway Hopscotch

Who?

Grades K-4

What?

This activity helps students with sequencing, concentration, and laterality, all elements that help to promote good math skills.

How?

This is a transition activity that is best accomplished using the existing floor tiles in the hallway or classroom. If your hallways are carpeted, clear plastic runners with a hopscotch pattern taped to the underside can be used. Have the children line up single file. Have them remain an arm's length between themselves and the person in front of them. When directed, they should hopscotch down the hallway, using the tiles as a guide. Start with each foot in a separate tile (tiles that are next to each other). Hop to the next tile landing only on the right foot. Jump to the next set of tiles with both feet. Hop to the next tile landing only on the left foot. Repeat this process as many times as you desire.

Adaptations

- ✓ Use different combinations of hopscotch steps such as: two feet, right, right, two feet or two feet, right, left, right, two feet etc.
- ✓ Another way that the students could move is that when they land on two feet, they must cross their legs before landing or they must turn to a different direction (backwards, forwards, left, or right) or have the students design their own sequence combinations.
- ✓ For younger students, try having them practice their ABC's while hopping.
- ✓ Do math problems, e.g., the teacher says "2 + 2 =", the class responds aloud "4." Then the whole class hops on two, hops on +, hops on two, jumps on =, and then does four jumping jacks.

Acknowledgement

"Brain Breaks" - Michigan Department of Education, www.emc.cmich.edu

Hallway Jive

Who?

Grades 2-5

What?

This activity helps students work together during a transition period. Transitional activities allow children the opportunity to use energy that may otherwise be expressed through physical and/or verbal disruption of the class.

How?

You will need a playground ball for this activity. The first step is to divide the class in half, with each half lined up on opposite walls of the hallway, facing each other. To begin this activity have the child at the end of the line start by passing a ball to his/her partner (person facing him/her). That child will in turn toss the ball across to the person diagonal to him/her. It should appear that the ball is being passed in a zigzag pattern down the hall. The key is to have every child catch and pass the ball. While the students are tossing the ball back and forth to one another the teacher could ask the students to recall information from the previous lesson as a way to review the information. The ball is tossed after each response by the student holding the ball. A new question is asked once the previous question has been answered correctly.

Adaptations

To make this a little more fun and exciting you could change or add rules to the above activity. These changes could include:

- ✓ Time the children to see how fast they can get the ball down the row.
- ✓ Have the line move by having the children run to the front of the line once they have successfully passed the ball.
- ✓ Use two balls and have the children continue to move as in activity above.

- ✓ Change the style of passing (e.g., bounce pass, overhead pass, between the legs pass, behind the back pass, soccer pass with your foot).
- ✓ Answer math problems by counting out the answer with completed passes (e.g., 4 x 4 = 16; 16 passes without dropping the ball would be counted out by the teams).

Acknowledgement

"Brain Breaks" - Michigan Department of Education, www.emc.cmich.edu

Heart Beat

Who?

Grades 3-6

What?

This activity teaches students to take their resting heart rate and then compare it to their heart rate taken after a cardio activity. They are gaining exercise as well as knowledge about their body and cardio-fitness. Students also get slight practice with multiplication when they multiply their pulse by six to get their target heart rate.

How?

The materials that are needed for this activity include a watch that counts seconds and a target heart rate chart. Begin this activity by explaining how the heart works, relates to physical activities, and the importance of cardiovascular fitness. Next teach the students methods to locate their pulse (radial and carotid) and how to count their pulse. While the students count their pulse the teacher should time them for 10 seconds and when the ten seconds are over, each student should then multiply the number of beats by six. The product represents their resting heart rate. After this is done, engage in a cardiovascular exercise. Upon completion of the exercise each student should count their pulse again while the teacher times them for 10 seconds. Again, students should multiply their counted number by six to get their heart rate. The students can now compare their heart rate to both their resting heart rate and the target heart rate chart.

Adaptations

- ✓ This lesson could be adapted for other age groups including the information for more age groups on the target heart rate chart. However, if younger students are the desired teaching group it may be necessary to simplify the explanations of how to find a pulse and count the pulse. For example, a teacher might present either the carotid or radial method instead of both. It may be helpful to present students with a blank chart to fill in as they do the activity.

- ✓ You could also set up "stations" for the students to rotate to and then compare the difficulty of the different activities according to which produced the fastest heart rate and the slowest. For example, set up five stations: jumping jacks, running in place, hopping in place, sit-ups, and sprints. Have the students record their pulse and heart rate after each activity and then compare and discuss the results as a class. See attached sample chart for ideas.

Acknowledgement

"Brain Breaks" - Michigan Department of Education, www.emc.cmich.edu

Target Heart Rate

Count the number of heartbeats for 10 seconds and then multiply by 6.

Age	Minimum Heart Rate Range 60%	Training Heart Rate Range 70%	Maximum Heart Rate Range 80%
7	127	170	213
8	127	169	212
9	126	168	211
10	126	168	210
11	125	167	209
12	124	166	208

Sample Activity

	Number of Beats in 10 Seconds	Number of Beats x 6	Training Range
Resting Heart Rate			
Activity 1: Jumping Jacks (30 seconds)			
Activity 2: Clapping Hands (30 seconds)			
Activity 3: Sprints (3 times)			
Activity 4: Jogging in Place (30 seconds)			

Hopping Squared

Who?

Grades K-5

What?

This activity teaches students to move their bodies under control while they are listening to directions. The simple task of doing two things at once helps the children to concentrate and accomplish multiple activities.

How?

No materials are needed, just a section of four floor tiles per child. Starting off, the teacher should instruct the class to stand up and spread out because they will be occupying a four square area. The teacher should explain to the class that the upper left square will be "square one" followed by the upper right square being "square two," the bottom left being "square three," and the bottom right being "square four." The teacher should then instruct the class to stand on their left foot in "square one." Then, as the teacher calls out square numbers (1,3,4,2,4,etc.) the students should hop on their left foot to the designated square. This will demand a sense of balance and body image while requiring the students to be attentive to the teacher's directions.

Adaptations

This activity could be performed with the students jumping with two feet for the younger children, or with the older children calling the numbers so that it resembles a hopscotch game.

Alternate solutions if tile floor is not available:

- ✓ Use plastic coffee can lids.
- ✓ Use a carpet square for each student that has been divided into quadrants using tape.
- ✓ Go outside and have students draw their own square using chalk.
- ✓ Use polyspots.

For visual learners, draw a diagram on the board before doing the activity so they can have an idea of what they will be doing.

Acknowledgement

"Brain Breaks" - Michigan Department of Education, www.emc.cmich.edu

Hot Foot

Who?

Grades K-4

What?

This activity is designed to help students work their motor skills while practicing following directions and maintaining self-control.

How?

This activity could include music, so a radio or record/tape/compact disc player should be available. Students will pretend they are walking on hot coal or any other hot surface every three steps. They will alternate legs doing a high knee or butt kick. They can use correct form of hand/leg coordination when walking, stressing the high knee or butt kick.

Adaptations

If your students have a difficult time distinguishing every third beat, try these options:

- ✓ Play a beat that stresses every third beat such as "We will, we will, rock you."
- ✓ For students who have hearing losses, you can have them count the steps in their heads. You may add music if in a classroom, but mainly this is a hallway exercise.
- ✓ Alternative activities by chorus and verse (e.g., do jumping jacks during the chorus and skip during the verses).
- ✓ Start the class on one side of the room standing on tape, pretend the middle of the room is hot, at the other end of the room place another piece of tape that is the "safe spot."

Acknowledgement

"Brain Breaks" - Michigan Department of Education, www.emc.cmich.edu

I Am Special!

Who?

Grades K, 1

What?

The activity addresses growth and development, oral communication and social studies.

How?

- ✓ This activity is done to the tune of "This Old Man." The class marches in place as they sing the first three lines of the chorus.
- ✓ When they sing, "With a jump and a squat and a turn it all around" they act out the jump, squat and the turn.
- ✓ As the class begins to march in place again, the teacher calls out a student's name to "tell us what you have found."
- ✓ That student then sings the words in **bold** (everyone is still marching) and fills in the blank with whichever topic the teacher has picked for that day (*Physical Activity, Favorite Fruit,* etc.).
- ✓ After that child is done, the class sings and acts out, "With a jump and a squat and a turn it all around. Now it's time for the next round."

Chorus:
I am special,
Look and see,
I'm the healthiest I can be.
With a jump and a squat and a turn it all around,
Student's name tell us what you've found.

I am special,
Look and see,
I like (one of the bolded topics below) yes, indeed!
With a jump and squat and a turn it all around,
Now it's time for the next round.

Physical Activity

I like **riding bikes, playing baseball, cheerleading, taking walks, (any physical activity student likes)**

Favorite Fruit or Vegetable

I like **apples, oranges, broccoli, etc.**

Favorite Subject in School

I like **math, science, reading, writing, etc.**

Personal Attribute

I like **myself, my hair, my eyes, my brain, my muscles, my face, etc.**

Adaptations

Beginner:

Begin slowly. The teacher may need to help the designated child sign his/her part in bold until the song is learned. Go through the entire class allowing each student a turn. Use the topic of *Physical Activity or Favorite Fruit/Vegetable* for the first few times.

Intermediate/Advanced

Try the topic of *Favorite Subject or Personal Attribute*. Pick another topic. You can have the student who just finished his/her turn be the one to choose the next student when it's time for a new round.

Acknowledgement

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I'd Like To Buy A Vowel

Who?

Grades 2-5

What?

This activity incorporates the "hangman" game with physical activity, reading and spelling.

How?

The teacher draws the blanks on the board for each puzzle. In order to save time while the game is being played, the teacher may wish to have four or five puzzles already chosen. The teacher may wish to incorporate weekly spelling words or another subject of study into the puzzles for further reinforcement.

The game begins with the students either jogging or marching in place. The teacher announces the "price (activity) of the vowels" for this round. The teacher then calls on students to guess letters for the puzzle. Each student gets one guess whether it is in the puzzle or not. If the letter is in the puzzle, the teacher writes it on the correct blank and moves on to the next student.

If a student wants to "buy a vowel" the class pays the price for the vowel (whether it is in the puzzle or not) by doing the appropriate physical activity and then the teacher fills in the vowel if it is in the puzzle. The class resumes jogging or marching. The object is for all of the letters to be filled in before the answer is recited. Once completed, the class reads the puzzle together.

The teacher then can point to different vowels in the puzzle and ask the class to determine if it is a "long" or "short" vowel. If the vowel is "long" the class takes a long jump forward. If the vowel is "short" the class takes a short jump forward. A new round begins with the students jogging or marching as the teachers puts up a new puzzle and announces the "price (activity) of vowels" for this new round.

Vowel Prices:

10 squats
10 jumping jacks
10 lunges
10 toe raises
10 forward kicks

Adaptations

- ✓ Increase difficulty of puzzles
- ✓ Have a student determine the puzzle and be the helper by filling in the blanks.

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Knots of People

Who?

Grades 3-6

What?

This activity helps students to cooperate with others and use teamwork to try to find different ways to solve a puzzle or problem. It encourages thinking "out of the box."

How?

No materials are needed for this activity. Divide the students into teams of 6-12 members, depending on how difficult you would like to make the exercise. Have each person join right hands with another person in the group, but it has to be someone who is not standing immediately to the left or right. Then have each person join left hands with another person in the group, but it has to be someone who is NOT standing immediately to the left or right and someone other than before. Now the groups have to untangle themselves without letting go of hands. They may have to loosen their grips a little to allow for twisting and turning. They may also have to step over or under other people. The first group to untangle their knot is the winner. There are four possible solutions to the knot.

- ✓ One large circle with people facing either direction
- ✓ Two interlocking circles
- ✓ A figure eight
- ✓ A circle within a circle

Adaptations

Students with physical disabilities can still participate in this activity. Other students may have to help them manipulate their chair when trying to solve the puzzle; at the same time learning to have more patience, understanding and cooperation. Another adaptation could be to use pieces of rope or material that is approximately one foot in length to join the people. This would allow for twisting and moving without possibly losing the connection of the joined hands.

Acknowledgement

"Brain Breaks" - Michigan Department of Education, www.emc.cmich.edu, www.pe.central.org and www.angelfire.com/teachme/icebreakers.html

Let's Go Shopping

Who?

Grades 1-3

What?

This activity will help the students to prepare for the lifelong skill of shopping. Shopping is a practical method for learning mathematics.

How?

You will need play money, both coins and bills, price tags made out of colored paper, and regular classroom items. Before the students enter the classroom, the teacher should provide large colorful pieces of paper that resemble price tags, with prices written on them which would allow the children to purchase articles without going over the amount of play money they have. In other words, the price tags should not read about $5 if $5 is all the money the children have to spend. As the children enter the room, hand each one the same amount of play money and a paper bag. Then have each child sit at his/her desk to await the directions for the activity. The teacher will act as the cashier, and each student will "shop" throughout the classroom and "buy" items that add up to no more than the money they have been given. As they collect their items, they will be adding up the amounts in their heads and then taking them to the cashier to see if they have exceeded the amount they have been given. If they have spent more than the designated cash they, themselves, have to figure out what will reduce the final price by subtracting the item.

Adaptations

- ✓ The amount of money issued to each child could increase as the class' math skills improve.
- ✓ The items could be placed around the school or the children could bring items in from home. If they bring in items, they should figure out a suitable price that would remain within the budgets of the class.

✓ You could set a goal, as in the "Price is Right," and try to spend the most money possible without going over the cash on hand.

Acknowledgement

"Brain Breaks" - Michigan Department of Education, www.emc.cmich.edu

Let's See The World

Who?

Grades K, 1

What?

This activity is done to the tune of "The wheels on the bus go round and round ... ."

How?

The teacher leads the students in the song as they march. When the verse gets to the bold action words, the teacher and students act out that action.

Begin by teaching the first verse or two and repeat several times until children can sing along.

Chorus:

The kids on the bus go **up and down, up and down, up and down.** The kids on the bus go **up and down**, Let's see the world. (Squats)

The pilot in the plane flies *all around* (Simulate plane flying)
The conductor on the train says *jump on board.*
The captain on the ship says *mop the deck.*
The driver of the truck *turns the steering wheel.*
The legs of a person can *run real fast.*
The wheels of a bike go *round and round.* (Spin around)
The driver of the car says *please sit down.* (Squats)
The fisherman on the boat says *throw the nets.*

Adaptations

- ✓ The teacher can sing the first part of the verse and the children fill in the memorized actions themselves.
- ✓ Have children make up their own verses about an activity they like to do while they Take 10!
  Example:
  I like to **jump up really high, really high, really high**. I like to **jump up really high**, it's fun to Take 10!

Acknowledgement

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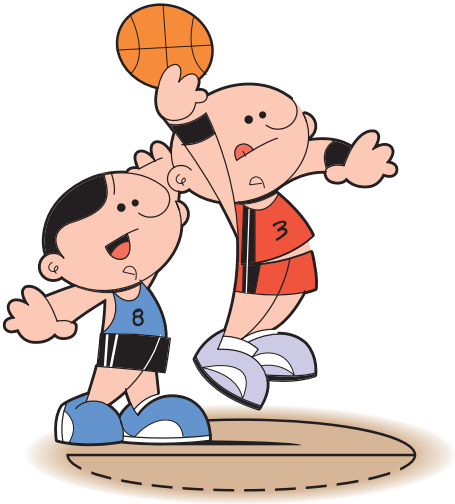

Lights Camera Action

Who?

Grades 2-4

What?

This activity reinforces the relationship between action verbs and adverbs in a physical way.

How?

You will need index cards (half with verbs, half with adverbs) for this activity. Introduce action verbs as words that indicate some form of action. Then introduce "adverb" as a modifier that tells how the action is performed. Pass out index cards or spread them on the ground. Have the students each pick one card. They must then decide if the word that is written on the card is an action verb or an adverb. The children will each partner up with someone who has the other type of word and the two of them will act out the phase (e.g., hop quickly). The words must make sense together.

Adaptations

Difficulty of word choice may be varied. Students with ADD/ADHD may be used as a helper or demonstrator to keep them active. For students who use a wheelchair, make sure that the words are chosen for actions that these students can perform.

- ✓ Have students each pick out one card (verb or adverb) and ask them to find as many matches to act out in one minute's time. This works well with an odd number of students so that no one is left without a partner.
- ✓ Use index cards with adjectives and nouns to match-up. Since they can't act out adjectives, have them draw their match and share with the rest of the class.
- ✓ Put action verbs in all UPPERCASE and the adverbs in lower case letters, this is a good hint for struggling kids.

Acknowledgement

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Map It

Who?

Grade 5

What?

Students will get a cardiovascular workout while working in teams to identify state locations on a United States map.

How?

You will need: a huge map of the United States on canvas or tarp (can be made in art), 100 tokens (two/state), two cards per state with the state's name written on them, and four containers or boxes. This activity is a relay race with two teams participating. Each team has two boxes - one with the cards and one in which to place the tokens. The first person picks a card and on the command "go," runs to the state on the map and picks up a token (beanbag, coins, etc.). He/she then picks another card from the other box and calls off the state to the rest of the team. The next person runs to that state and the process repeats. Teammates can yell directions to the runner if he/she needs help.

Adaptations

- ✓ Children who are visually impaired or blind can go with a partner and tell the partner where to move according to neighboring states.
- ✓ If you are unable to create a large canvas map, use a map on a bulletin board with push-pins (or stickers if it is laminated).
- ✓ To make this game more challenging for older students, use state capitols on the cards, or increase the size of the map to include other countries or continents.

Acknowledgement

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Math Bridge

Who?

Grades K-8

What?

This activity is derived from the idea of teamwork based on skills used during a ropes course. The Math Bridge is designed to develop many of the same skills, however, it uses something more and that is the ability to sequence. Problem solving and sequencing are major issues in math. If one has trouble sequencing, counting to 100 could be difficult. This activity will enhance these skills.

How?

You will need a two-by-four or other long piece of wood (for younger children, floor tape is advisable). You will need number cards ranging from 0 through 100.

The students should be placed in groups. Several groups may take part in this activity at the same time. After the groups are formed, have the students get on the piece of wood or tape. Shuffle the number cards, and then hand each child one card. The children are to remain balancing without leaving the board or piece of tape and move so that they rearrange themselves on the board/tape from left to right in progressive numbers. The object is to get all numbers in order without anyone stepping off the board/tape.

Adaptations

- ✓ The instructor can give any number of rules and any situation he/she feels will enhance the class' ability to work together and accomplish the task. As the children get older, they can be given math problems in addition, subtraction, multiplication, division, percentages, fractions, etc. They must solve the problem and line up according to the answer.
- ✓ Use numbers 1-50,000
- ✓ Try organizing using these criteria: evens at one end and odds at the other, multiples of five at one end and multiples of three at the other, etc.

- ✓ Break into small groups for maximum participation.
- ✓ Use decimals for more of a challenge.

Acknowledgement

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Move To The Front

Who?

Grades PreK - K

What?

This activity gives the students a chance to lead everyone else around while also focusing on a beat or rhythm. This activity could be used to show students what one has to consider when they are in the position to lead.

How?

You will need an indoor or outdoor area that is free from hazards, and a drum, whistle, or any other musical instrument. Begin by having the students line up one in front of the other. The student in the front of the line is the engine. The student in the back of the line is the caboose. The student who is the engine is the leader and gets to lead the rest of the students wherever he/she wants to take them. While the engine is leading the class around, the teacher is banging on a drum. When the teacher picks up the beat the caboose goes to the front of the line and becomes the engine. Be sure to tell students that when they are the engine they need to keep in mind what everyone else is doing. Don't put a child in a situation where they could get hurt.

Adaptations

- ✓ If the students are well behaved you could have the students who become the "engine" pick a new locomotor movement every time they come up to the front of the line. If they are doing well with this method, they could have many lines with each of the lines having an engine and a caboose.
- ✓ To make this activity easier for younger students, use two different noises - one beat to march by and a different signal (e.g., a bell, whistle, hand clap) to signify a change in leaders.
- ✓ Try using two lines as a double train to allow for more opportunities to be the leader.

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Movin' & Groovin'

Who?

Grades K, 1

What?

This activity incorporates physical activity with the concepts of position in space. Students should act out the activity as they sing the lyrics to the tune of "Row, Row, Row Your Boat."

How?

Chorus:
Row, row, row your boat,
Keep your muscles strong.

1. **Turn around, turn around, turn around, turn around, now you start again.**
2. **Pump, pump, pump your arms, up above your head.**
3. **Kick, kick, kick your legs, out in front of you.**
4. **Jump, jump, jump real high, try to touch the sky.**
5. **Twist, twist, twist your hips, back and forth you go.**
6. **Punch, punch, punch your arms, straight in front of you.**
7. **March, march, march your legs, keep your knees up high.**
8. **Jog, jog, jog in place, get your heart beating.**
9. **Clap, clap, clap your hands, underneath each leg.**

Adaptations

Beginner—Sing each verse 3-4 times until the children can successfully follow along. Then continue on to a new verse.

Intermediate—After students understand how to act out each verse, sing through all the verses adding on a new one each round until all of the verses have been completed.

Advanced—After you have finished all nine verses, pick up the activity level by singing only the first line of each verse:

Row, row, row your boat,
Pump, pump, pump your arms,
Kick, kick, kick your legs, etc.
Variation: Sing a verse in rounds.

Acknowledgement

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Numbered Wall Touches

Who?

Grades K-3

What?

Many times children have a hard time understanding the concept of even and odd numbers in mathematics. This activity helps them to comprehend even and odd numbers through the use of movement.

How?

This activity can be done in a classroom that has some room in it or in a hallway. Place a long strip of tape (long enough for all of the children in your class to stand on) either in the center of the classroom or down the middle of the hallway. Then tape pieces of paper with odd numbers on one side of the wall. Do the same with the even numbers on the opposite wall. Have the students stand on the tape facing you. Explain to the children that you will call out either an odd number or an even number each time and that examples of the odd and even numbers are taped to the wall for visual clues. Tell the students that when you call out a number, they are to side shuffle to the correct side of the room or hallway, touch the wall, then side shuffle back to the midline.

Adaptations

- ✓ You could hold up a paper with the number written on it for a visual clue. If you have some children miss on large numbers such as "27," you could have seven children come to the front of the room (since the number in the one's column is seven) and have the children pair-up. You will have three pairs of two children and one odd person without a pair. Use this to illustrate how odd numbers work. If it is an odd number, there is always one person who will not be teamed with someone.
- ✓ You could have the children move back and forth in any form of movement you or the children design.

- ✓ For older children, you could use this activity as a review or a test by having them call out the multiples of the number that you gave them as they moved towards the wall. (9 x 3 = 27)
- ✓ You may increase the level of physical activity by using a variety of locomotive skills.

Acknowledgement

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Numbered Wall Touches

Wall

27	5	13

Center Line Students Stand On

18	2	50

Wall

Numbers On The Run

Who?

Grades 3-4

What?

This activity combines physical activity and math skills.

How?

Students jog in place or jump along with numbers as they learn math.

Beginner—Students begin by jogging in place. Teacher calls out instructions for warm-ups. (Count to 50, count to 100 saying only the odd numbers or even numbers, count backwards from 20, etc.) Everyone jumps as they count.

Intermediate—Students begin by jogging in place and continue throughout this Take 10!(tm) The teacher writes several numbers in the thousands on the board. The teacher points to a number, for example 9,562. Then the teacher calls out a place value, for example "hundreds." The students call out the answer, "five" then clap while counting up to five. The teacher continues pointing to different numbers and calling out place values.

Advanced—Students jog in place throughout this portion. (They will clap the answer altogether while jogging once a student calls it out.) The teacher calls out a multiplication (or division) problem such as 2 x 2. Students call out the answer and then, in this case, clap and count the answer: FOUR.

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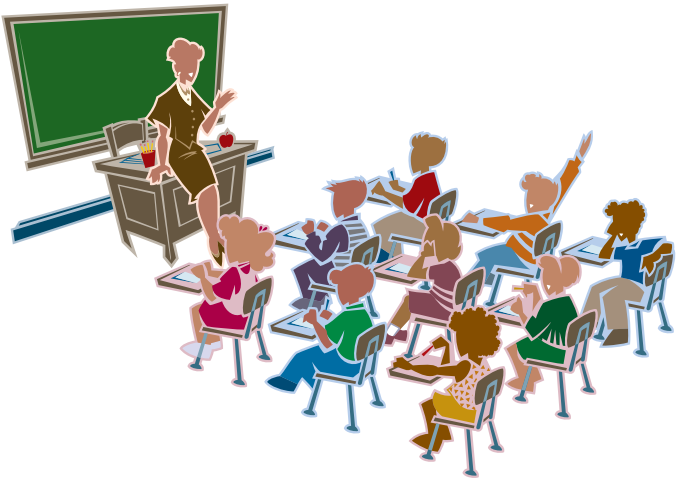

Numerical Hopscotch

Who?

Grades 3-6

What?

Learning to navigate through the functions of math is crucial in many everyday activities. This active method of learning to perform mathematical tasks will help a child to learn to literally think on their feet.

How?

You will need to place a hopscotch pattern on the floor of your classroom or in the hallway. Use vinyl floor tape, not masking tape. Using the numbers zero through 10 (you will need several of each) place four numbers in each of the hopscotch squares. Explain to the children the basic concept of hopscotch. Tell them that there are four different numbers in every box. They are to think of an addition problem they would like to solve. Then tell them that they are to jump on a number, say the name and then hop to another box and say that number's name. When they land on a number, they are to bend down and touch the number. Then they are to land on any two numbers in different boxes that is the sum of the two numbers added together. (i.e., If they jumped on a "7" and a "2" in their first two jumps, then the sum would need to be a "0" first and then a "9." For a "6" and a "9," they would have to jump on a "1" first and then a "5.") After their turn, they go to the end of the line and think of a new math problem to jump out and solve.

Adaptations

- ✓ As the children become more competent with this exercise, they can perform the other functions instead of just doing addition problems.
- ✓ If you are using this activity with very young children to teach them to count, use only one number box and have them jump in consecutive order to learn how to count. They should say the numbers as they land on them.

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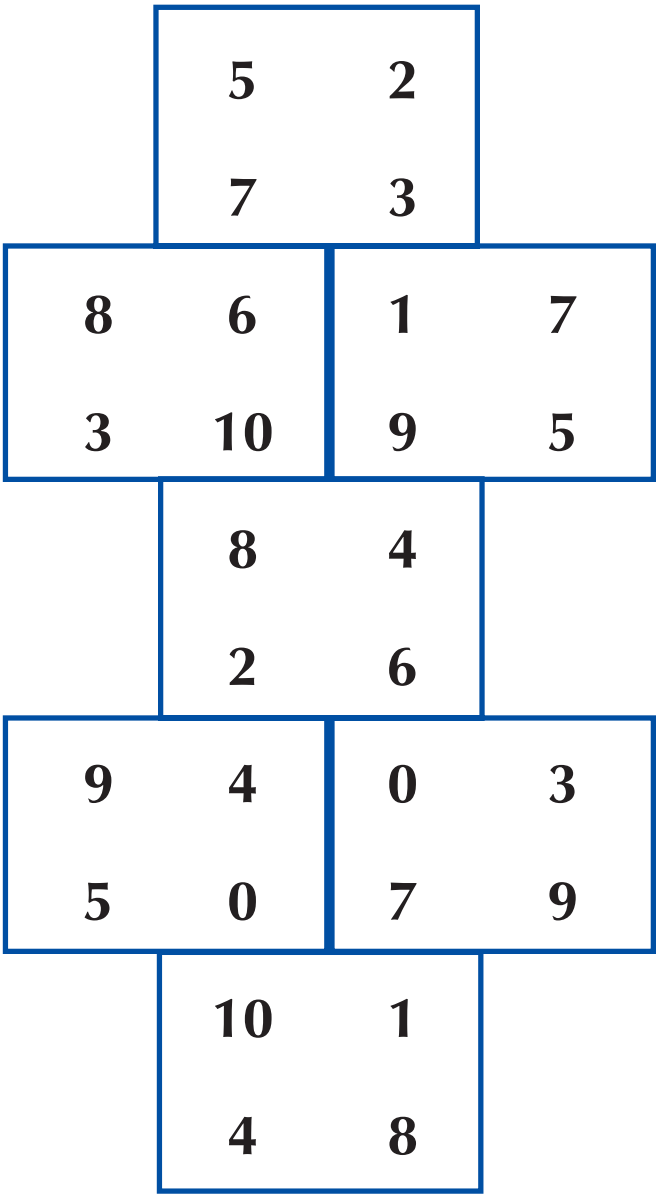
Numerical Hopscotch



Old McDonald

Who?

PreK-2

What?

This activity works to help students concentrate on keeping a beat, following directions, and building their physical strength through singing a song while participating in physical activities.

How?

No materials are needed for this activity beyond personal space for the activities and a working knowledge of the words and melody to Ol' McDonald. The activity is a replica of the song Ol' McDonald. The words are changed and listed below. The children will need to listen and be capable of following the new directions.

Song (example of first verse)
Ol' **Miss West** had a class, E-I-E-I-O
And in that class they did some **jumping jacks** E-I-E-I-O
With a **jumping jack** here and a **jumping jack** there, here a **jumping jack**, there a **jumping jack**, everywhere a **jumping jack**
Ol' **Miss West** had a class, E-I-E-I-O (Repeat with a different activity)

Ideas for activities

- Jumping jacks
- Sit-ups
- Jump
- Hop
- Skip
- Leap
- Slide
- Squat
- Twist
- Handshake
- "Hi"
- Stomp

Adaptations

Students who have a hearing loss can read the words to the song, or if the activities are in the same order, they will/can remember the order of the activities. They can stand close to the teacher and the

teacher will sing toward them so they can hear the song better. Use any locomotor/non-locomotor skill that children know how to do. Hopefully, they will get involved with this song and be creative. Also be sure to encourage personal and social skills.

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Planet X

Who?

Grades 4-6

What?

The ultimate goal of this activity is to have the students create a planet using their bodies and learn about gravitational pull.

What?

There is no equipment needed for this activity, however an open space is necessary for planet formation and rotation. Take the students to a place with a lot of room and define the boundaries for the activity using lines on the floor or landmarks. Have the students spread out within the boundary, making sure that no two students are standing too close to each other. Explain to the students that they will be listening to you give instructions on how to move throughout the boundary. There will be a series of instructions and the students must listen closely to find out how to move. An example of how you might have the students move is to tell them to turn 90 degrees to the right and then take two steps forward. Explain to them that after each movement, any students who can reach out and touch each other without taking a step are to move together and stand next to each other. Once these students come together, they must also move together.

Once three students are standing together any student who can touch that group by taking one step towards them in any direction will move and join that group. Once five students are standing together, any student who can take two steps and reach them will go and stand with that group and move along with that group. The game continues until all students have formed one large group or a planet. Explain to the students that this activity mimics the way gravity would work to form the Sun, Earth, and other planets. Tell them that they each represented particles of dust, and as they moved around they stuck to each other due to gravity. The larger the particles became, the more they attracted other particles. Eventually, all the particles moved together and, if there were enough of them, they formed a planet.

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Race Against Time

Who?

Grades 3-5

What?

This activity is practice for multiplication and division while participating in physical activity.

How?

The lesson consists of a one-minute warm-up; a three-minute timed multiplication challenge; a two-minute "mind break" activity; a three-minute timed division challenge; and a one-minute tally session.

The goal of the lesson is for the students to correctly answer as many multiplication and division problems as possible while jogging in place during the two challenges. The teacher may want to prepare a list of problems in advance for this lesson. During the warm-up and the "mind break," the teacher selects activities from the list provided for the students to do in 30-second intervals. At the end, students select an activity to perform as they count their correct responses during the one-minute tally session.

Once the three-minute challenge is under way, the teacher selects problems from the prepared list and calls on a student to give the correct answer. The student is given two opportunities to respond correctly. If the correct answer is not given, the student can then ask a classmate for help. The new student is also given two opportunities and then can call on a classmate for help. Once the correct response is given, a new problem and student are selected. The teacher should keep a running total of correct responses given during the three-minute challenges on the board.

Beginner—single or double-digit multiplication and division problems are reviewed.

Intermediate—make the problems more difficult in accordance with the ability level of the students.

Advanced—during each of the two challenges, include multiplication and division problems.

Activities: dance, march in place, forward lunges, jumping jacks, forward kicks, toe touches, vertical leaps, deep squats, arm circles, etc.

Example:

30 seconds: march in place
30 seconds: toe touches
3-Minute Multiplication Challenge (Jogging)
30 seconds: march in place
30 seconds: jumping jacks
30 seconds: forward kicks
30 seconds: deep squats
3-Minute Division Challenge (Jogging)
30 seconds: jumping jacks
30 seconds: forward kicks

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Scrambled Legs

Who?

Grades PreK - 4

What?

This activity draws upon the students' understanding of rhythm and beats of music. This activity could be used to introduce this idea or to review it. Music and movement are closely related and is a perfect enhancement tool when studying either subject area.

How?

A bag ball (or carpet square or floor tile) and a musical selection are needed for this activity. To make a bag ball: crunch up as many bags as you want (more bags = bigger ball) and place them inside one bag. Fold the outer bag over and tape so that no part of the bag is flapping around. The size of the ball should be in proportion to the skill level and age of the students with younger and less experienced students using larger balls.

This transition requires music. Each student will need one bag ball or a square on the floor. The student hops around the ball or square to the beat of the song being played. When the music stops the student freezes in any position he/she is in at the time.

Adaptations

The locomotion in this game can be changed, for example the students could jump to the beat or skip, etc. Varying the music so there is a different beat will vary the intensity of the exercise.

The bag balls can also be used to practice mathematical skills and spelling. For example, the class is reviewing addition of numbers between zero and ten. The teacher provides the numbers. The teacher says "5" and student one tosses the ball to student two while saying "5," the teacher says "plus 3," student two repeats "plus 3" and tosses the ball back to student one, student one provides the answer to student two while tossing the ball "8." The ball is tossed back to student two who can either repeat the answer if they believe that is the correct answer or provider a new answer. The teacher will then ask the class

to repeat the correct answer together. This activity can be duplicated with spelling words, or any practice/rehearsal/review the students need to do.

Use locomotion and rhythm variations. For example, - 1,2,3, hold - would be a clap on 1,2 and hold a position on 3,4 - then repeat. Children could mimic the teacher for the positions, i.e., 1) Clap, clap, stand on one foot, 2) Clap, clap twist, or 3) Clap, clap, stomp.

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Simon Says

Who?

Grades 1-4

What?

This activity is played in the same manner as the game "Simon Says."

How?

- ✓ The teacher calls out different activities for the students to perform starting with, "Simon says ... Do _____."
- ✓ At some point, the teacher calls out an activity without saying, "Simon Says." The students who continue in the previous activity and don't change to the next exercise should give their neighbor a "high TAKE 10!(tm)" (a "high five" with both hands).
- ✓ The activity continues for several rounds lasting ten minutes.

Simon Says ...

. . . jump up and down
. . . pump your arms over your head
. . . run in place
. . . do the swim
. . . jump with your invisible jump rope
. . . do the twist
. . . do lunges
. . . do squats
. . . do forward arm circles
. . . do backward arm circles
. . . march in place
. . . kick your legs from side-to-side
. . . shrug your shoulders
. . . go up and down on your toes
. . . touch your left hand to your right shoulder
. . . touch your right hand to your left shoulder
. . . any other activity you choose!

Adaptations

With older students the pace can be faster and a student can be selected to call out the "Simon Says ..." instructions.

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Special Person

Who?

Grades K-6

What?

Everyone needs a pat on the back once in a while and this tactile experience promotes good self-esteem.

How?

Divide the students into two groups; one group sitting at their desks, and the other standing in the back of the classroom. Read the "feel good" phrases listed below, giving the students enough time to touch as many people as they want to on the shoulder or back. (Make sure everyone is touched: if not, make sure you station yourself near the children who might not be touched so that you can sneak a touch.) After a given number of phrases, switch the groups and repeat. There should be no talking and the students should be shown the proper way to touch someone else so that no one feels uncomfortable. Soft music could be played during this exercise. The students can remain in their seats, but must have their heads down so that no one can see who is doing the touching.

Examples of "feel good" phrases include:

- ✓ A person who makes me smile.
- ✓ A person who makes me laugh.
- ✓ A person I can depend on.
- ✓ A person who likes me for who I am.
- ✓ A person I like to talk with.
- ✓ A person who I would like to get to know better.
- ✓ A person who makes me feel comfortable.
- ✓ A person who has great ideas.

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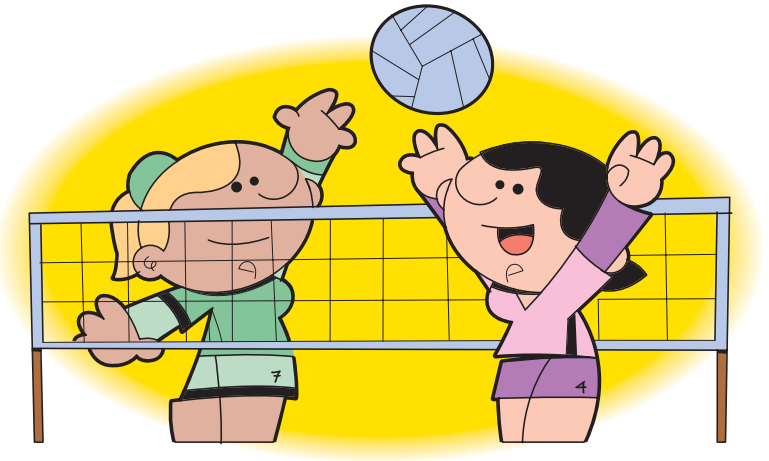
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Spelling Bee Obstacle Course

Who?

Grades 3-6

What?

When children are active participants in learning, learning can become fun and easy. Memorizing spelling words can be frustrating and time consuming, but when the children add movement to the lesson, the task may become much more enjoyable and more ingrained.

How?

There are several distinct objects that you need to make the game work. First you need to gather all of the items to set up the obstacle course. You will need two of each of the following: a desk, a chair, a basketball, and a hula hoop. These items will be placed in the following order: the basketball, then a space of about 10 feet, the desk, followed by another space of about 10 feet, the chair, followed by another space of 10 feet, and finally the hula hoop. The instructions are as follows:

1. First split your class up in two teams by having them count-off by twos.
2. Then have them form two lines behind the basketballs.
3. Tell the children that you will be giving them a spelling word from this week's spelling list.
4. Inform them that they are to use the over, under, around, and through sequence. Demonstrate by going over the basketball, under the desk, around the chair, and through the hula hoop.
5. When the children complete the obstacle course, they must go to the blackboard and correctly spell the word you have given.
6. The team with the most points by the end of the time period will earn a reward of some type that hopefully would involve additional activity.

Adaptations

The order of the sequencing could be changed.

- ✓ The objects could be changed or the objects could be nonspecific so that the students have to go over, under, around, and through something that they can find.
- ✓ Try splitting the class up into four groups to make the activity go faster while allowing students to participate more.
- ✓ If your space is limited, try using movements. For example, throw and catch the ball three times, five jumping jacks, twice around a stool and through a hula hoop.

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Sums in Motion

Who?

Grades K - 2

What?

Students jog in place or jump along with numbers as they learn math.

How?

Students begin by jogging in place. The teacher calls out numbers from 1-10 starting with one. (Initially, you may want to go in order starting at 1, then 2, then 3, etc.) Everyone jumps as they count up to that number. The teacher then calls out random numbers as children jog and then jump the correct number.

Adaptations

- ✓ Students begin by jogging in place. The teacher calls out numbers starting with 10 and counting backwards to one.
- ✓ Students jog in place throughout this activity. They will clap altogether while jogging the answer once a student calls it out.
- ✓ Teacher can show simple addition problems by holding up fingers or large match cards, such as 2+2. Students call out the answer and then, in this case, clap and count the answer: FOUR.

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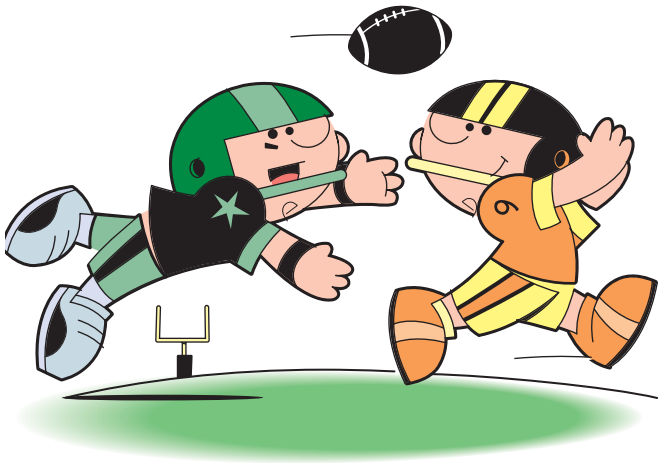

Swat That Word

Who?

Grades 3-8

What?

This activity can be a valuable tool in getting students not only to learn their vocabulary words and definitions but also focusing on the task at hand.

How?

You will need two flyswatters (different colors), a chalkboard, and a vocabulary list with definitions. To play this game, simply write all of the vocabulary words on the chalkboard in a block pattern. The teacher is to keep the copy of all of the words and their corresponding definitions. Divide the class in half to form two teams. Give each team a flyswatter. Have the class clear their desks and line up in two single file lines in front of the chalkboard. The first one in each line begins at the chalkboard. The teacher reads a definition and when the student knows the answer, he/she hits the right word on the chalkboard with the flyswatter. Whoever hits the word first earns points for his/her teams. Both students then pass the flyswatters to the next person in line and those students do the same thing as the teacher continues through the vocabulary list.

Adaptations

To make this a little more challenging, you could have the student say what part of speech the word is (noun, verb, adverb, adjective, etc.) or you can vary the subject matter. You could also have two people reading off the definitions (one for each team) and have the teams race to see which one can get through the list of words faster.

In addition to helping study vocabulary, try this exercise to review other subjects. Put the list of words on index cards to reuse many times, and tape these to the chalkboard or scatter them on the floor.

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Take 10!(tm) Cool Down

Who?

All ages

What?

Stretching is an important part of staying healthy. Stretching should be done slowly and there should be no bouncing or pain. Have the students exhale as they bend into the stretch. Count to ten slowly and take long, steady breaths while holding the stretch. Repeat each stretch three to five times.

How?

Quadriceps Stretch

- ✓ Stand behind the desk or chair.
- ✓ Place right hand on back of chair, bend right knee so that the foot goes toward the back of your body.
- ✓ Place left hand on right ankle and gently pull back. Heel of foot should be close to the body. Be sure to stand straight and tall.
- ✓ Do the same thing on the opposite side.

Big Hug Stretch

- ✓ Cross arms in front of the chest and extend hands back as far as you can toward the opposite shoulder. Hold for a count of 10. Release and repeat two times.

Seated Calf Stretch

- ✓ Sit on the edge of your seat and extend your right leg out in front. Keep the left knee bent.
- ✓ Reach forward and grab the toes on your right foot and gently pull them toward you. You may need to keep the right knee slightly bent. You should feel this stretch in the lower part of your leg.
- ✓ Hold for a slow count of 10.
- ✓ Switch legs and repeat.

Deep Breaths

✓ March slowly in place.
✓ Breathe in and raise your arms overhead.
✓ Breath out and lower your arms.
✓ Repeat 10 times.

Body Circles

✓ Spread feet apart.
✓ Raise hands straight overhead.
✓ Rotate upper torso in a clockwise direction.
✓ Stretch all the way around.
✓ Repeat the cycle 10 times.

Dancing

✓ V-step with heel touch
    Left, Right, Left, Right, One
    Left, Right, Left, Right, Two
    Left, Right, Left, Right, Three ... up to ten!
✓ Grapevine Step
    To the right ... one, two, three, KICK
    To the left ... one, two, three, KICK
    Repeat the cycle 10 times

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Take 10!(tm) Patterns

Who?

Grades 2-5

What?

The objective of this lesson is to recognize, repeat and predict patterns using physical actions.

How?

✓ Use the patterns given or create your own patterns for use in this activity. The teacher models the pattern and students join in as quickly as possible. The class repeated the pattern until a level of success has been reached.

Beginner—Start with three activities in the pattern, and then add one activity at a time. Verbally repeat the activity as it is performed. Be sure to give the class time to perform the pattern five times before moving on.

Examples:

Clap
Clap-Clap-Jump
Clap-Clap-Jump-Jump
Clap-Clap-Jump-Jump-Clap
Clap-Clap-Jump-Jump-Clap-Clap

Stomp-Clap-Stomp-Clap-Stomp-Clap (AB)
Jump-Jump-Stomp-Stomp-Clap (AABBC)
Full turn-Run-Jump-Full turn-Run-Jump (ABC)
Kick-Kick-Kick-Kick-Clap (AAAAB)
Jump-Twist-Run-Clap-Jump-Twist-Run-Clap (ABCD)
You Make the Pattern ...

Adaptations

Intermediate - Continue to add items to the pattern until 10 items have been mastered.

Advanced - Combine two patterns to create a 20-item pattern. Invite students or groups of students to create patterns and teach them to the class.

Acknowledgement

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Take 10!(tm) Stretches

Who?

All ages

What?

Stretching is an important part of staying healthy. Stretching should be done slowly and there should be no bouncing or pain. Have the students exhale as they bend into the stretch. Count to ten slowly and take long, steady breaths while holding the stretch. Repeat each stretch three to five times.

How?

Sky Stretches

- ✓ Inhale deeply; reach arms up to the sky as you rise up onto tiptoes.
- ✓ Hold for three seconds.
- ✓ Exhale and slowly lower arms to side while lowering heels to floor.
- ✓ Repeat five times.

Triceps Stretches

- ✓ Reach right arm overhead and bend elbow so that the hand falls between the shoulder blades (elbow should remain close to the ear).
- ✓ Reach up and over with the left hand and gently pull the right elbow backwards.
- ✓ Hold for a slow count of 10.
- ✓ Change arms and repeat.

Hamstring stretch

- ✓ Students should sit at their desks and extend legs out to the side of their chair.
- ✓ With the knees slightly bent, reach down with both hands toward the toes.
- ✓ Reach until you feel a slight stretch and hold at the point. (Reminder: You should never bounce or feel any pain.)
- ✓ Hold for a slow count of 10 then repeat.

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Team Moves

Who?

Grades 3-4

What?

This math team-building activity helps build cooperative skills while learning to solve math problems quickly.

How?

You will need two orange cones for this activity. You will also need cards with math problems written on them. There should be no answers on the card. Two teams at a time will play this math game. The number of students playing at a time can be determined by the size of your class. Line the students up next to each other at a designated starting point. Place the two cones at a finish point. The teacher holds up the card indicating the two numbers in the math problem to be solved, but does not indicate the function to be used. Anyone who knows an answer should raise his/her hand. The first person to raise his/her hand and solve the problem will allow his/her entire team to move. If the solution is for either addition or subtraction, the entire team will be able to take one step forward towards the cone, but if the solution to the problem is for either multiplication or division, the entire team would take two steps forward towards the cone. If the answer given is incorrect, the entire team must take the number of steps backwards as they would have taken forward if the answer had been correct. After a person has answered a problem correctly, that person may not answer again until everyone else on the team has solved a problem correctly. The object of the game is making your team reach the cone first.

Adaptations

- ✓ Simply make the problems more challenging for older or more proficient students.
- ✓ You may want to try having the students answer the question as a group rather than individually by writing the answer on a

scrap piece of paper. This will allow students to not feel ostracized if they answer incorrectly.

✓ A couple groups of three to five kids will work best for this exercise.

Acknowledgement

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The Hokey-Pokey

Who?

Grade K - 4

What?

The objective of this activity is to recite a simple song, follow directions and to identify parts of the human body.

How?

This game combines the hokey-pokey with a little fitness and anatomy! Have students jog in place as they sing the hokey-pokey. Class continues until 10 minutes of physical activity have been completed.

✓ Teacher calls out body parts such as leg, arm, knee, head, etc. as the group does the hokey-pokey. Option: Use right and left when appropriate.

You put your _____ in,
You put your _____ out,
You put your _____in,
And you shake it all about.
You do the hokey-pokey and
You turn yourself around,
That's what it's all about!
(clap, clap)

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The Human Calculator

Who?

Grades K-5

What?

Cooperation and imagination rule when the students combine their efforts to solve math problems as human calculators.

How?

This activity may work best in a station situation, although it would be great for the whole class to participate all at one time. In order for everyone to work on the same problem, each team of three students will need to have a "calculator" made out of floor tape laid out on the floor. The face of the calculator must consist of the numbers 0-9, with additional "buttons" indicating the signs for addition, subtraction, multiplication, and division. Each time the teacher tells the class a number, two of the students must step on the appropriate numbers for the function and the third student must stand on the symbol indicating the function. So, if the number is "7" and the problem is addition, the one student would stand on the plus sign while the other two students could stand on the 3 and 4, then on the 6 and 1, then on the 2 and 5, and finally on the 0 and 7.

Adaptations

- ✓ The students can work on multiplication and division skills or they indicate as many numbers as they could for each fraction. (Examples: 3+4, 6+1, 2+5, 0+7, 9-2, 8-1, 7-0, 7x1, 7/1.)
- ✓ Posters can be made at your printing center, school district's materials center, or at Kinko's. The calculator master has been provided for you.
- ✓ A calculator can be drawn onto a white shower curtain with permanent marker. Fold up for storage.
- ✓ When students find other ways to reach the same answer, have them keep one hand on the first answer, while they put their other hand (or foot) on the next - like the Twister game.

✓ Instead of large posters, make a small copy for each student to use fingers and elbows to answer the questions.

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The Human Calculator

CE/C	√	%	OFF
7	8	9	÷
4	5	6	X
1	2	3	—
0	.	=	+

Them Bones

Who?

Grades 3-6

What?

Movement is essential to the learning process. The science curriculum depends greatly upon fundamental physical skills in order to develop hands-on experiences that enable the child to better understand the objectives surrounding all aspects of science. This particular activity helps the children to better understand the function and structure of the human body.

How?

The appropriate number of sets of skeleton bones (individual pictures of the bones can be substituted as long as they are anatomically correct) for the number of five person teams your class will accommodate are needed for this exercise. A model of a skeleton should be placed where all of the children can see it.

The class should be divided into teams with about five students on each team. Place the appropriate number of sets of bones in piles approximately 7-10 feet away from the students. One by one, the students must run, hop, skip, jump, etc. from their line to their pile of bones. The students must take one bone from the pile and carry it back to the line. Continue to take turns until all of the bones are collected. Using the model of the skeleton, the students must construct their own skeleton on the floor. While the students are performing the activity, the song "Them Bones" can be played to remind them which bones are connected throughout the body.

Adaptations

- ✓ The song can be sung and learned by the early elementary students so that they can begin the concept of the connection of the bones in the human body.
- ✓ The older students can try to construct a skeleton of other species of animals, birds, or reptiles.

- ✓ The students can simply pick up on one and name it, describe its function, name the connecting bones, spell its name.
- ✓ The students could construct only given parts of the body (such as an arm or leg) while discarding the unused bones.

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Train Connection

Who?

Grades PreK-1

What?

This activity works because it can be modified to suit different age groups so there is always a challenge. This is a very easy to do - anywhere activity.

How?

No materials are needed for this activity. This is a "shadow" activity or "train" connection. Students line up putting their hands just on a right or left shoulder of the person in front of them and trail the adult around. It sounds simple but it can be quite complicated when the leader makes the path tricky and the train is long. Students love the challenge of trying to stay connected, especially when the train is very long and is following a zigzag path.

Adaptations

You can add almost any type of object and modify the game a bit.

- ✓ Use a ball and touch the ball to the back of the person in front, or a shoe string trying to drape it over the left or right shoulder, add more students to the train to make it more difficult, etc.
- ✓ Add math equations or spelling words to rotate the students in the train. For example, spell a sight word correctly and the person who is the caboose moves up one space until he/she gets to be the conductor and so on.
- ✓ You could tie this activity into social studies or any other part of your everyday curriculum by measuring the train length and estimating how long would our train have to be if we wanted to be the Empire State Building? etc.
- ✓ Reminders—Never let the students close their eyes. Be gentle when holding onto or touching others.

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Vocabulary Hot Potato

Who?

Grades 1-5

What?

Quick thinking, memory, and vocabulary will all be aided with this fast-action game.

How?

You will need one ball, no smaller than a tennis ball and no larger than a basketball. The teacher will gather up the students in an open area of the room. They will then be instructed to sit in a circle facing the center. The ball will be randomly given to one of the students. That student will then be given one word from the spelling list. The student with the ball will state the first letter of the word. Then that child will gently pass the ball to another child who will add the next letter to the preceding one. This will continue until the word is spelled correctly.

Adaptations

- ✓ Students in the upper grades could have to think of a word from the spelling or vocabulary list and begin spelling the word. The other students would then have to figure out which word to spell and add the correct sequence of letters in order to spell it correctly.
- ✓ The students could spell the word and the last person would pass the ball to the final student who would define the word or use it in a sentence.
- ✓ The first student would spell a complete word. The next student would define the word. The next student would tell what part of speech the word is. The next person would use the word in a sentence, etc.

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What's In A Word

Who?

Grades 1-6

What?

Language barriers between countries can cause embarrassment, misunderstandings, and conflict. Historically, people have said one thing and meant another. Students need to understand the importance of communication among different countries in order to trade, share ideas, maintain peace, compete in athletic events such as the Olympics, or simply to socialize. This exercise will help students understand the difficulties that can result when trying to communicate with others.

How?

Make note cards with the name of a country, the language that is spoken in that country, and a word that is written in that language. The translation of that word into English is written at the bottom of the card, in parentheses. Explain to the students the difference in languages around the world, as well as the difference in cultures of different countries. Each student is given a note card described above. The student must keep this information secret, so that no other student knows the translation of the word. The job of the students is to teach the meaning of their word to the other students without speaking any words other than the word written on their card in the foreign language. They can use gestures, act out the object, and make noises, but must not point to the object (if it is present in the room) or speak in English to their classmates. When the student knows what the word is, he/she may say it in English to verify its meaning. If it is correct, then he/she must learn how to say the object in the foreign language before continuing the activity. It is the responsibility of each student to learn at least two new words in a foreign language by the end of the activity. For word translations go to http://www.babelfish.altavista.com.

Examples of words include:

Spanish: la puerta (door)
Afrikaans: bestel (book)
Swahili: Kitanda (bed)
Dutch: patlood (pencil)
Norwegian: fjernsyn (television)
German: Arbeitsplatzrechner (computer)
Finnish: taulukko (table)
Italian: pallone (ball)
Japanese: gangu (toy)

Adaptations

- ✓ Require a higher number of words to be learned by the students; more difficult vocabulary words for higher-grade levels, or having the students learn common phrases and sentences.
- ✓ Turn this activity into a game where first the word and it's origin is presented to the class. Then, one student from each group learns the meaning of the word and must act it out for their group to guess. Once everyone guesses the word, the class repeats the word.

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What's The Magic Number, Ol' Wise One?

Who?

Grades 1-6

What?

This activity incorporates mathematical skills by reviewing simple math problems and equations. It forces the students to learn the problems in order to perform the activities, and the use of different activities can activate different parts of the brain to stimulate the child's learning abilities.

How?

No equipment is needed for this activity.

This activity is a modified version of the traditional children's class game, "What Time Is It, Mr. Fox?" In this version, one student is selected to be "Ol' Wise One," and stands in the front of the classroom with his/her back to the rest of the students who are on the opposite end of the room. On the count of three (given by the teacher), the students ask together, "What's the magic number, Ol' Wise One?" Ol' Wise One then states a mathematical problem, such as two plus two, and also states a specific type of movement. The other students must figure the problem out in their heads, then perform the given movement that same number of times (in this case, they might have to hop forward four times). The students must keep the number to themselves, unless the teacher asks to confirm that number. If students are not performing the correct number of movements, the teacher can modify the game by not allowing the students to move until Ol' Wise One (who still is facing away) calls out a student's name and the correct answer is given. Then, Ol' Wise One says, "Go" and the students perform the correct number and then stop. The first student to reach Ol' Wise One then becomes the next Ol' Wise One.

Adaptations

This activity can be used for grades 1-6 and can be modified to suit different grade levels by using different math problems (addition, subtraction, multiplication, division, percentages, fractions, etc.). Also, to keep students from running into each other, the teacher can put lines of tape on the floor and require that the students follow the lines to Ol' Wise One. These lines can be straight, zigzagged, or in geometric shapes.

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Zero In

Who?

Grades 2-4

What?

An activity that incorporates math and numerical relations with physical activity.

How?

The teacher picks a student to come to the front of the room and be the first one to guess the "secret number." The student stands facing the class with his/her back to the board while the teacher writes the "secret number" (from 1-20) on the board. The class and the student begin to march in place. The object of the game is for the student to "zero in" on the "secret number" by guessing a number and getting clues from the class as to whether the "secret number" is higher or lower than the guess. As the student in front of the class guesses a number, the class gives a clue. If the "secret number" is higher than the guess, the class begins to do "vertical jumps" as the clue. If the "secret number" is lower than the guess, the class begins to do "squats" as the clue. The class continues giving each clue until another number is called so that they are active continuously. The student up front marches throughout the guessing.

The student continues to guess numbers with the class responding until they "zero in" and guess the correct number. Once the number is guessed, the class does jumping jacks as they count out loud up to the "secret number." The student up front picks a new student to be the guesser, the class resumes marching and the teacher puts a new "secret number" on the board for a new round.

Example: ("secret number" is 13)

Student: Is the number 5?
Class: Does vertical jumps
Student: Is the number 20?
Class: Does squats
Student: Is the number 15?
Class: Does squats

Student: Is the number 12?
Class: Does vertical jumps
Student: Is it 13?
Class: Yes! All do 13 jumping jacks.

Adaptations

- ✓ Have the "secret number" range from 1-100.
- ✓ Use a money amount from 1¢ to $1.00.

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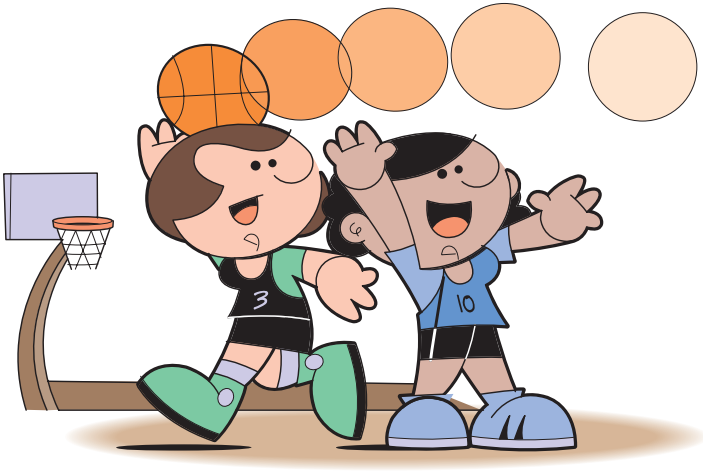

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